THE YOUNG SPEAKERS ACADEMY™

COACH'S MANUAL

CONFIDENCE • COMMUNICATION • PUBLIC SPEAKING • LEADERSHIP

HAMZA MUGENI

THE YOUNG SPEAKERS ACADEMY™

Coach's Manual

Confidence • Clear Speech • Public Speaking • Leadership

A Practical Guide for Primary School Coaches

Created by

Hamza Mugeni

The Young Speakers Academy™ Coach's Manual

Copyright © 2026 Hamza Mugeni.

All rights reserved.

No part of this publication may be reproduced, stored, or transmitted in any form or by any means without prior written permission from the author, except for brief quotations used in reviews or educational references.

This manual is intended to support educators, coaches, and schools in developing confident, respectful, and effective young communicators.

Dedication

To every child who has ever been afraid to speak.

May this programme help you discover that your voice matters, your ideas have value, and your confidence can inspire others.

Table of Contents

Part I – Foundations

1. Welcome to The Young Speakers Academy 6
2. Philosophy of the Programme 10
3. Role of the Coach 17
4. Understanding Primary Learners 25
5. Creating a Safe Speaking Environment 33
6. Planning and Delivering Effective Coaching Session 41

Part II – Coaching Programme

7. Module 1 – I Have a Voice 51
8. Module 2 – My Voice Matters 60
9. Module 3 – Speaking Clearly 71
10. Module 4 – Speaking with Expression 81
11. Module 5 – Reading Like a Presenter 91
12. Module 6 – The Art of Storytelling 101
13. Module 7 – Public Speaking 110
14. Module 8 – Leadership Communication 121
15. Module 9 – Debate and Discussion 131
16. Module 10 – Graduation Showcase 138

Part III – Coaching Resources 148

Chapter 1

Welcome to The Young Speakers Academy

Opening Quote

“Every child has a voice worth hearing.”

Introduction

Welcome to **The Young Speakers Academy™**, a coaching programme designed to help primary school learners become confident, clear, and respectful communicators.

Speaking confidently is not an inborn talent reserved for a few children. It is a skill that grows through encouragement, practice, and purposeful guidance. Every learner has ideas, experiences, and dreams worth sharing. This programme provides the environment where those voices can develop.

The academy combines confidence-building, clear speech, public speaking, leadership communication, and character development into one practical course. Rather than focusing only on speeches, learners gradually develop the courage to express themselves in classrooms, assemblies, competitions, interviews, and everyday conversations.

As a coach, your role extends beyond teaching speaking techniques. You will encourage learners, celebrate their

progress, model respectful communication, and create opportunities for every child to participate.

Our Vision

To nurture a generation of confident, articulate, and responsible young communicators who use their voices to make a positive difference in their schools, communities, and future careers.

Our Mission

To provide engaging, practical, and child-centred coaching that develops confidence, communication skills, leadership, and lifelong learning through meaningful speaking experiences.

Our Core Values

- Confidence
- Respect
- Integrity
- Courage
- Kindness
- Leadership
- Creativity
- Excellence

- Responsibility
- Teamwork

Programme Motto

Every Child Has a Voice Worth Hearing.

Programme Promise

We believe that every learner can become a confident speaker when given encouragement, consistent practice, constructive feedback, and opportunities to grow. Through this academy, learners will not only improve their communication skills but also strengthen their self-belief, resilience, and leadership potential.

Who This Manual Is For

This manual is designed for:

- Primary school teachers
- Communication skills coaches
- Speech and drama instructors
- Club patrons
- School administrators
- Holiday programme facilitators
- Youth mentors

No previous experience in speech coaching is required. The lessons are structured to guide both experienced educators and first-time coaches.

How to Use This Manual

Each module includes:

- Learning objectives
- Key coaching points
- Session plans
- Interactive activities
- Speaking games
- Reflection prompts
- Assessment guidance
- Extension activities
- Coach’s notes

The programme is flexible and may be delivered as a weekly club, an enrichment course, a holiday camp, or integrated into school leadership and communication programmes.

Together, let us help every child discover the confidence to stand, speak, and be heard.

Chapter 2

Philosophy of the Programme

Opening Quote

“Confidence grows when children are given opportunities to speak, make mistakes, learn, and try again.”

Why This Chapter Matters

Every successful coaching programme is built on a clear philosophy. The Young Speakers Academy is more than a public speaking course—it is a child-development programme that uses communication as a tool to build confidence, leadership, character, and lifelong learning.

Children who feel safe, respected, and encouraged are more willing to express their ideas. As coaches, our goal is not to create perfect speakers but to help every learner become a better communicator than they were yesterday.

This philosophy shapes every lesson, activity, and interaction throughout the programme.

Our Beliefs

Every Child Has a Voice

Every learner has ideas, feelings, and experiences worth sharing. Regardless of personality, background, language

level, or ability, every child deserves the opportunity to be heard.

Our responsibility is to create opportunities where every learner participates—not just the naturally confident ones.

Confidence Comes Before Perfection

Many children believe they must speak perfectly before they can speak publicly. We teach the opposite.

Confidence develops through participation, not perfection.

Children are encouraged to:

- Speak even when they feel nervous.
- Learn from mistakes.
- Celebrate improvement.
- Support one another.

Mistakes are viewed as stepping stones to growth rather than reasons for embarrassment.

Communication Is a Life Skill

Speaking is not only for the classroom or the stage. Effective communication helps learners:

- Answer questions confidently.

- Build friendships.
- Resolve conflicts respectfully.
- Participate in leadership roles.
- Express ideas creatively.
- Prepare for future academic and career opportunities.

The skills learned in this programme will continue to benefit learners throughout their lives.

Learning Must Be Active

Children learn communication by communicating.

For this reason, coaching sessions emphasize:

- Speaking games
- Pair discussions
- Role-play
- Storytelling
- Group presentations
- Debates
- Reading aloud
- Impromptu speaking

Every session should provide meaningful opportunities for learners to speak.

Every Child Can Improve

Some learners begin the programme shy and hesitant, while others are already confident speakers. Progress will look different for each child.

Success is measured by individual growth rather than comparison with others.

The learner who speaks for twenty seconds after weeks of silence has achieved a meaningful milestone.

Character and Communication Go Together

Speaking well is not only about using a strong voice. It also involves using words responsibly.

Throughout the programme, learners are encouraged to:

- Listen respectfully.
- Speak honestly.
- Show kindness.
- Value different opinions.
- Demonstrate humility.
- Encourage others.

A confident communicator should also be a respectful and compassionate person.

The Coach's Role

As a coach, you are more than an instructor. You are a role model who shapes how learners view communication.

An effective coach:

- Encourages participation.
- Models clear and respectful speech.
- Celebrates effort as well as achievement.
- Provides constructive feedback.
- Creates a welcoming environment.
- Inspires learners to keep improving.

The coach's enthusiasm and attitude often influence learners more than the lesson content itself.

Our Coaching Principles

Every session in The Young Speakers Academy is guided by these principles:

1. Every learner participates.
2. Every learner is respected.
3. Mistakes are welcomed as learning opportunities.
4. Feedback is constructive and encouraging.
5. Learning is engaging and enjoyable.

6. Progress is celebrated.
7. Speaking is connected to real-life situations.

Reflection for Coaches

Before each session, ask yourself:

- Have I prepared a welcoming environment?
- Will every learner have an opportunity to speak today?
- How will I encourage quieter learners?
- Am I modelling the communication skills I expect from my learners?
- What success can I celebrate at the end of this session?

Key Takeaways

- Every child is capable of becoming a more confident communicator.
- Confidence grows through consistent practice and encouragement.
- Effective communication combines skill, character, and leadership.
- Coaches create the environment where confidence flourishes.

- Success is measured by growth, participation, and the courage to keep speaking.

Coach’s Inspiration

“When a child finds their voice, they also discover the confidence to shape their future. Your role as a coach is to help them make that discovery—one conversation, one activity, and one speech at a time.”

Chapter 3

The Role of the Coach

Opening Quote

“Children may forget what you taught, but they will always remember how you made them feel.”

Why This Chapter Matters

The success of The Young Speakers Academy depends less on the lessons and more on the person delivering them. Children become confident speakers when they are coached by adults who encourage, inspire, and believe in their potential.

A coach is not simply a teacher of public speaking. A coach is a mentor who creates opportunities for learners to discover their voices, express their ideas, and develop the courage to stand before others.

The coach sets the tone for every session through attitude, preparation, and example.

Who Is a Coach?

A coach is someone who guides learners towards growth rather than simply providing answers.

In The Young Speakers Academy, a coach:

- Encourages rather than criticises.
- Demonstrates rather than only explains.
- Listens as much as they speak.
- Builds confidence before correcting mistakes.
- Celebrates effort as well as achievement.
- Helps learners discover their own strengths.

The goal is not to produce children who copy the coach's style, but to help each learner develop an authentic voice.

Qualities of an Effective Coach

1. Confidence

Children are inspired by confident adults. Speak clearly, maintain good posture, smile naturally, and communicate with enthusiasm.

Your confidence gives learners permission to develop their own.

2. Patience

Every learner progresses at a different pace.

Some children may volunteer immediately, while others need several weeks before they feel ready to speak in front of others.

Patience creates trust, and trust builds confidence.

3. Encouragement

Positive encouragement motivates learners to keep improving.

Replace discouraging comments with constructive guidance.

Instead of saying:

“That was wrong.”

Try saying:

“Good effort. Let’s practise that part together.”

The goal is continuous improvement, not perfection.

4. Respect

Treat every learner with dignity, regardless of ability or confidence level.

Avoid comparing learners with one another. Instead, compare each learner’s progress with their own previous performance.

5. Enthusiasm

Energy is contagious.

If the coach enjoys the activities, learners are more likely to participate enthusiastically.

Bring warmth, humour, and positivity into every session.

The Coach as a Role Model

Learners observe everything a coach does.

Model the behaviours you expect from them:

- Speak politely.
- Listen attentively.
- Make eye contact.
- Use respectful language.
- Admit mistakes gracefully.
- Encourage others.
- Show confidence with humility.

Children learn as much from observation as they do from instruction.

Creating a Safe Learning Environment

A confident speaker develops in an environment where they feel safe.

To create that environment:

- Learn every learner's name.
- Welcome everyone warmly.
- Celebrate small successes.
- Allow mistakes without embarrassment.
- Encourage applause after presentations.

- Promote kindness and mutual respect.
- Ensure that every learner has an opportunity to participate.

A classroom should feel like a team, not a competition.

Giving Effective Feedback

Feedback should help learners grow.

An effective approach is:

Praise

Begin with something the learner did well.

Example:

“I liked your eye contact and your confident smile.”

Improve

Offer one or two specific suggestions.

Example:

“Next time, try speaking a little more slowly so everyone can follow your ideas.”

Encourage

End with motivation.

Example:

“I can already see your confidence growing. Keep practising.”

This structure builds confidence while guiding improvement.

Managing Different Types of Learners

The Shy Learner

- Allow them to start in pairs or small groups.
- Celebrate every attempt.
- Avoid forcing them to speak before they are ready.
- Gradually increase speaking opportunities.

The Talkative Learner

- Encourage active listening.
- Teach turn-taking.
- Provide leadership roles that require supporting others.

The Nervous Learner

- Teach simple breathing techniques.
- Begin with short speaking tasks.
- Offer reassurance and positive reinforcement.

The Advanced Speaker

- Introduce more challenging speaking tasks.

- Encourage mentoring of younger or less confident learners.
- Focus on refining delivery and leadership skills.

Professional Expectations

As a coach, always:

- Arrive prepared.
- Dress professionally.
- Start and end sessions on time.
- Maintain high expectations with kindness.
- Use language that is age-appropriate and encouraging.
- Keep accurate records of attendance and learner progress.
- Communicate respectfully with parents and school staff.

Professionalism builds trust and strengthens the reputation of the programme.

Reflection for Coaches

At the end of each session, ask yourself:

- Did every learner have an opportunity to participate?

- Who showed noticeable improvement today?
- Which learner may need additional encouragement next session?
- What worked well?
- What could I improve as a coach?

Continuous reflection helps coaches grow alongside their learners.

Key Takeaways

- A coach inspires growth through encouragement, guidance, and example.
- Every learner deserves respect, patience, and opportunities to succeed.
- Constructive feedback builds confidence and competence.
- A safe and supportive environment is essential for effective communication.
- Great coaches develop not only skilled speakers but also confident, respectful, and responsible young people.

Coach's Inspiration

"Your words, encouragement, and belief in a child may become the confidence they carry for the rest of their lives. Teach the lesson, but never forget to inspire the learner."

Chapter 4

Understanding Primary Learners

Opening Quote

“To teach a child well, first understand the child.”

Why This Chapter Matters

Children are not miniature adults. They think, learn, communicate, and respond differently at each stage of their development. A coaching strategy that works for an eleven-year-old may not work for a seven-year-old.

Understanding how primary learners develop helps coaches plan engaging lessons, set realistic expectations, and respond effectively to learners’ individual needs.

The Young Speakers Academy recognises that every child is unique. While children may be grouped by age, each learner brings different experiences, abilities, personalities, and interests to the programme.

An effective coach adapts to learners rather than expecting learners to adapt to the coach.

Characteristics of Primary Learners

Primary-aged children are naturally:

- Curious

- Energetic
- Creative
- Imaginative
- Social
- Eager to participate when encouraged

However, they may also:

- Become distracted easily.
- Feel nervous about making mistakes.
- Require frequent encouragement.
- Learn best through active participation.
- Need routines and clear expectations.

Recognising these characteristics helps coaches design lessons that keep learners engaged and motivated.

How Children Learn Best

Children develop communication skills most effectively when learning is:

Active

Learners should spend more time speaking than listening.

Instead of long explanations, provide opportunities for learners to practise through games, storytelling, role-play, discussions, and presentations.

Meaningful

Children connect more deeply with topics that relate to their own lives.

Choose speaking activities about:

- Family
- Friends
- School
- Hobbies
- Animals
- Community
- Dreams and ambitions
- Favourite books and games

Familiar topics increase confidence and encourage authentic communication.

Fun

Enjoyment supports learning.

Incorporate movement, creativity, humour, and variety into each session. Learners who enjoy the experience are more likely to participate and remember what they have learned.

Repetitive

Confidence develops through repeated practice.

Rather than introducing many new skills at once, revisit important techniques regularly, allowing learners to strengthen and refine their abilities over time.

Understanding Different Personalities

Every coaching group will include learners with different personalities.

The Quiet Observer

These learners may hesitate to speak but often listen carefully and think deeply.

Support them by:

- Pairing them with encouraging classmates.
- Giving preparation time before speaking.
- Praising each attempt to participate.

The Enthusiastic Speaker

These learners enjoy speaking and often volunteer first.

Support them by:

- Challenging them with more advanced tasks.
- Teaching active listening.
- Encouraging them to create space for others.

The Creative Learner

Creative learners enjoy imagination and storytelling.

Support them by:

- Using drama and role-play.
- Encouraging original speeches.
- Allowing opportunities for creative presentations.

The Cautious Learner

These learners worry about making mistakes.

Support them by:

- Modelling mistakes as part of learning.
- Giving clear instructions.
- Offering reassurance and specific praise.

Building Self-Confidence

Confidence is built through small, consistent successes.

Coaches can strengthen learners' confidence by:

- Learning and using each learner's name.
- Smiling and greeting learners warmly.
- Celebrating progress, not just performance.
- Giving responsibilities during sessions.
- Encouraging applause after presentations.
- Creating opportunities for every learner to succeed.

Children who feel valued are more willing to participate.

Encouraging a Growth Mindset

Teach learners that communication is a skill that improves with practice.

Encourage statements such as:

- “I am improving every time I practise.”
- “Mistakes help me learn.”
- “I can become a confident speaker.”
- “Every presentation helps me grow.”

Avoid labels such as “good speaker” or “poor speaker.” Focus instead on effort, practice, and improvement.

Supporting Learners with Different Needs

Some learners may need additional support because of differences in confidence, language experience, or learning pace.

As a coach:

- Be patient.
- Give extra practice when needed.
- Offer visual examples and demonstrations.
- Use encouraging language.
- Celebrate individual progress.

The goal is inclusion. Every learner should feel that they belong and are capable of success.

Working with Parents

Parents play an important role in developing confident communicators.

Encourage parents to:

- Listen attentively when their child speaks.
- Read together at home.
- Allow children to express opinions respectfully.
- Praise effort and improvement.
- Provide opportunities for conversation during daily activities.

A supportive home environment reinforces the skills developed during coaching sessions.

Reflection for Coaches

After each session, consider:

- Which learners participated confidently?
- Who needed more encouragement?
- Were the activities appropriate for the learners' ages?
- Did I adapt my teaching to different personalities?
- How can I make the next session even more engaging?

Key Takeaways

- Every primary learner is unique.
- Children learn best through active, meaningful, and enjoyable experiences.
- Confidence develops gradually through encouragement and practice.
- Understanding different personalities helps coaches support every learner effectively.
- The coach's role is to create an environment where every child feels safe to speak, learn, and grow.

Coach's Inspiration

"When you understand the child before teaching the lesson, you unlock the child's potential. Great coaching begins with knowing who your learners are, believing in what they can become, and guiding them with patience every step of the way."

Chapter 5

Creating a Safe Speaking Environment

Opening Quote

“Confidence grows where children feel safe to speak, safe to learn, and safe to make mistakes.”

Why This Chapter Matters

Before a child can become a confident speaker, they must first feel emotionally safe. Fear of being laughed at, criticised, or embarrassed can prevent even the brightest learners from participating.

The Young Speakers Academy is built on the belief that confidence flourishes in an environment of encouragement, respect, and trust. As a coach, one of your greatest responsibilities is to create a space where every learner feels accepted and valued.

A safe speaking environment does not happen by chance. It is intentionally created through consistent routines, positive relationships, and clear expectations.

What Is a Safe Speaking Environment?

A safe speaking environment is one in which learners:

- Feel respected by their coach and peers.

- Are comfortable expressing their ideas.
- Know that mistakes are part of learning.
- Listen to one another without interruption.
- Receive encouragement rather than ridicule.
- Feel included regardless of their ability or personality.

When learners feel safe, they are more willing to participate, take risks, and grow.

Establishing Ground Rules

At the beginning of the programme, involve learners in creating a set of class agreements. Display these rules during every session and revisit them regularly.

Suggested ground rules include:

1. We listen when someone is speaking.
2. We encourage one another.
3. We do not laugh at mistakes.
4. We wait for our turn to speak.
5. We speak respectfully at all times.
6. We celebrate everyone’s progress.
7. We participate with a positive attitude.

When learners help create these rules, they are more likely to follow them.

Building Trust

Trust is the foundation of confident communication.

Coaches can build trust by:

- Learning every learner's name.
- Greeting learners warmly.
- Showing genuine interest in their ideas.
- Being fair and consistent.
- Listening carefully when learners speak.
- Maintaining confidentiality when appropriate.
- Following through on promises.

Trust takes time to build but can be lost quickly through inconsistency or disrespect.

Encouraging Participation

Every learner should have regular opportunities to speak.

To encourage participation:

- Begin with low-pressure activities.
- Use pair and small-group discussions before whole-class presentations.
- Ask open-ended questions.
- Give learners thinking time before answering.

- Invite, rather than force, participation.
- Celebrate every attempt to contribute.

Participation should be encouraged with patience, never through pressure or embarrassment.

Responding to Mistakes

Mistakes are a natural part of learning.

When a learner makes an error:

- Thank them for trying.
- Correct gently and respectfully.
- Demonstrate the correct approach.
- Invite another attempt.
- Praise improvement.

Avoid comments that may discourage future participation.

For example, instead of saying:

“That’s incorrect.”

Try saying:

“Good effort. Let’s practise that together.”

This approach preserves confidence while supporting learning.

Celebrating Progress

Recognition motivates learners.

Celebrate achievements of all sizes, such as:

- Speaking for the first time.
- Making good eye contact.
- Speaking more clearly.
- Showing improved posture.
- Encouraging classmates.
- Demonstrating respectful listening.

Recognition may include applause, praise, certificates, badges, or classroom responsibilities.

Focus on growth rather than comparison.

Managing Unhelpful Behaviour

Occasionally, learners may interrupt, tease, or distract others.

Address these behaviours promptly and calmly by:

- Referring to the class agreements.
- Speaking privately with the learner when appropriate.
- Reinforcing positive behaviour.
- Redirecting attention to the activity.
- Maintaining a respectful tone.

Never use humiliation as a form of discipline.

The goal is to correct behaviour while preserving the learner's dignity.

Arranging the Learning Space

The physical environment also influences confidence.

Where possible:

- Arrange chairs so learners can see one another.
- Keep the speaking area free from clutter.
- Ensure every learner can be seen and heard.
- Display encouraging quotes and learner achievements.
- Create a welcoming atmosphere with organised materials.

A well-prepared space communicates that speaking is valued.

Working with Families

Parents and guardians can strengthen the safe speaking environment by:

- Listening attentively when their child speaks.
- Praising effort rather than perfection.
- Encouraging conversations at home.
- Reading aloud together.

- Attending learner presentations when invited.

When school and home work together, learners gain confidence more quickly.

Reflection for Coaches

After each session, ask yourself:

- Did every learner feel included today?
- Did I encourage more than I corrected?
- How did I respond to mistakes?
- Were learners respectful towards one another?
- What can I improve to make the environment even more welcoming?

Key Takeaways

- A safe environment is the foundation of confident communication.
- Respect, trust, and encouragement enable learners to take positive risks.
- Mistakes should be treated as opportunities for growth.
- Every learner deserves the chance to speak and be heard.
- The coach plays a vital role in creating and maintaining a positive learning culture.

Coach’s Inspiration

“The greatest gift you can offer a young speaker is not a perfect speech—it is the confidence to believe that their voice matters. Create a place where every child feels seen, heard, and respected, and you will help shape communicators who carry that confidence into every stage of life.”

Chapter 6

Planning and Delivering Effective Coaching Sessions

Opening Quote

“A successful coaching session is not measured by how much the coach speaks, but by how much the learners grow.”

Why This Chapter Matters

A well-planned coaching session creates meaningful learning experiences that build confidence, improve communication skills, and inspire learners to participate.

Children thrive when sessions are organised, engaging, and interactive. They need variety, movement, encouragement, and opportunities to practise. An effective coach carefully plans each session while remaining flexible enough to respond to the learners’ needs.

This chapter provides a practical framework for planning and delivering every session in The Young Speakers Academy.

The Golden Rule

Children learn to speak by speaking.

Your role is to create opportunities for learners to communicate, not to lecture for long periods.

Aim for this balance in every session:

- Coach instruction – 20%
- Learner participation – 80%

If learners are doing most of the talking, you are coaching effectively.

Before Every Session

Preparation begins before learners arrive.

A coach should:

- Review the lesson objectives.
- Prepare all materials.
- Arrange the learning space.
- Test any equipment to be used.
- Prepare speaking prompts and activities.
- Welcome learners with enthusiasm.

Being well prepared allows you to focus on coaching rather than organising during the lesson.

The Academy Session Framework

Every coaching session follows the same six-stage structure.

Stage 1: Welcome (5–10 minutes)

Purpose:

Create a positive atmosphere and prepare learners for the session.

Activities may include:

- Greeting learners warmly.
- Registering attendance.
- Sharing the quote of the day.
- Reviewing the previous lesson.
- Explaining today's objective.

The opening sets the tone for the entire session.

Stage 2: Confidence Builder (10 minutes)

Purpose:

Help learners relax and prepare to speak.

Examples:

- Name and action game.
- Pass the smile.
- Two truths and one dream.
- Finish the sentence.
- Quick pair introductions.

- “If I were…” challenge.

These activities reduce anxiety and encourage participation.

Stage 3: Skill Focus (15–20 minutes)

Purpose:

Introduce the new communication skill.

The coach should:

- Explain the skill clearly.
- Demonstrate it.
- Model both effective and ineffective examples.
- Invite learners to identify the differences.

Keep explanations brief and practical.

Stage 4: Guided Practice (20–25 minutes)

Purpose:

Allow learners to practise with support.

Possible activities include:

- Pair conversations.
- Role-play.
- Storytelling.
- Reading aloud.
- Picture descriptions.

- Mini presentations.
- Small-group discussions.

Move around the room, observe learners, and provide encouragement.

Stage 5: Speaking Stage (20–25 minutes)

Purpose:

Provide every learner with an opportunity to speak independently.

Examples:

- One-minute speech.
- Story presentation.
- Reading performance.
- Interview activity.
- Debate response.
- Assembly announcement.

This is the heart of every session.

Every learner should speak, even if only briefly.

Stage 6: Reflection and Celebration (10 minutes)

Purpose:

Help learners recognise their progress.

Invite learners to reflect:

- What did I learn today?
- What challenged me?
- What am I proud of?
- What will I practise before next week?

Finish by celebrating effort and improvement.

Every session should end on a positive note.

Managing Time

A good coach values every minute.

If a session is 90 minutes:

Activity	**Time**
Welcome	10 min
Confidence Builder	10 min
Skill Focus	20 min
Guided Practice	20 min
Speaking Stage	20 min
Reflection	10 min

Keep a steady pace while allowing flexibility when learners need additional practice.

Materials You Should Always Have

A prepared coach carries essential resources, including:

- Coach's Manual
- Learner attendance register
- Assessment checklist
- Notebook
- Whiteboard markers or chalk
- Flashcards
- Picture cards
- Story prompts
- Timer or stopwatch
- Certificates and reward stickers (when appropriate)

Preparation communicates professionalism.

Assessing Learners

Assessment should encourage growth rather than create fear.

Observe learners during every session and note progress in:

- Confidence
- Voice projection
- Pronunciation
- Fluency
- Eye contact
- Body language
- Listening skills
- Respect for others

Provide specific and encouraging feedback.

Ending Every Session

Before learners leave:

- Summarise the key learning point.
- Recognise individual and group achievements.
- Introduce a simple practice challenge for the week.
- Thank learners for their participation.
- End with a positive affirmation.

For example:

“My voice matters.”

“I speak with confidence.”

“Every time I practise, I improve.”

Reflection for Coaches

At the end of each session, ask yourself:

- Were learners actively engaged?
- Did every learner have a chance to speak?
- Which activities were most successful?
- What should I adjust next time?
- How did I encourage confidence today?

Continuous reflection strengthens coaching practice.

Key Takeaways

- Careful planning leads to confident coaching.
- Learners should spend more time speaking than listening.
- Every session should follow a consistent structure.
- Assessment is about growth, not perfection.
- Every session should end with encouragement, reflection, and a renewed desire to communicate.

Coach's Inspiration

"Every coaching session is an opportunity to shape a child's future. Plan with purpose, coach with passion, and

celebrate every step of progress. One confident voice today can become tomorrow's leader."

PART II

THE COACHING PROGRAMME

Module 1

I Have a Voice

Theme

Discovering Confidence

Opening Quote

“Your voice is unique. Your ideas matter. The world needs to hear them.”

Module Overview

Every great speaker begins with one important discovery: “I have a voice, and it matters.”

Many primary learners are naturally shy or uncertain about speaking in front of others. Before teaching speeches, pronunciation, or presentation skills, coaches must first help learners believe in themselves.

This first module focuses on creating a welcoming atmosphere, building trust, and encouraging every learner

to speak without fear. It establishes the foundation upon which all future communication skills will grow.

The emphasis is not on perfection but on participation. By the end of this module, every learner should feel more comfortable introducing themselves, speaking in front of classmates, and listening respectfully to others.

Learning Objectives

By the end of this module, learners will be able to:

- Introduce themselves confidently.
- Speak loudly enough to be heard.
- Maintain basic eye contact with an audience.
- Stand with confident posture.
- Listen respectfully while others are speaking.
- Demonstrate positive attitudes towards public speaking.

Materials Needed

- Name tags (optional)
- Whiteboard or flip chart
- Markers
- Soft ball or beanbag
- Speaking prompt cards

- Mirror (optional)
- Stickers or reward cards
- Reflection journals (or exercise books)

Coach Preparation

Before the session:

- Arrange chairs in a circle or semi-circle to encourage participation.
- Write the quote of the day on the board.
- Prepare speaking prompts.
- Ensure the room is welcoming and free from distractions.
- Greet learners warmly as they arrive.

***Remember**: learners are often more nervous during the first session than the coach realises.*

Session Duration

90 Minutes

Session Focus

Confidence before performance.

The aim is not to create polished speakers in one lesson but to help learners feel safe and willing to speak.

Session Outline

1. Welcome and Introduction (10 minutes)

Welcome learners enthusiastically.

Introduce yourself and explain the purpose of The Young Speakers Academy.

Example:

“Welcome to The Young Speakers Academy! This is a place where every learner is encouraged to speak, share ideas, and grow in confidence. Here, we celebrate effort, practise together, and support one another. Remember, every great speaker once stood where you are today.”

Invite learners to clap for themselves as they begin this exciting journey.

2. Icebreaker Activity – “My Name, My Strength” (15 minutes)

Each learner says:

- Their name.
- Their favourite activity.
- One thing they believe they do well.

Example:

“My name is Amina. I enjoy reading stories, and I think I am kind to others.”

Encourage applause after each learner speaks.

This activity helps learners feel recognised and valued.

3. Confidence Mini-Lesson (10 minutes)

Discuss the meaning of confidence.

Ask learners:

- What does confidence look like?
- How does a confident person stand?
- Can someone feel nervous and still be confident?

Explain that confidence is not the absence of fear—it is choosing to speak even when you feel nervous.

Introduce the Academy affirmation:

“My voice matters, and I grow stronger every time I speak.”

Repeat it together.

4. Skill Focus – Standing Like a Speaker (15 minutes)

Demonstrate confident posture:

- Stand tall.
- Keep feet shoulder-width apart.
- Relax the shoulders.
- Look towards the audience.

- Smile naturally.
- Keep hands relaxed.

Then demonstrate poor posture.

Invite learners to identify the differences.

Allow everyone to practise standing confidently.

5. Speaking Challenge – "All About Me" (25 minutes)

Each learner presents a one-minute introduction.

Suggested prompts:

- My name is…
- I enjoy…
- My favourite subject is…
- When I grow up, I want to become…
- One interesting fact about me is…

After each presentation:

Invite the audience to give one positive comment.

The coach should highlight one strength and offer one simple suggestion for improvement.

6. Reflection Circle (10 minutes)

Invite learners to sit in a circle.

Ask:

- How did you feel before speaking?
- How did you feel after speaking?
- What helped you feel more confident?
- What is one goal for next week?

Encourage honest sharing and celebrate every learner's participation.

Home Challenge

Ask learners to introduce themselves confidently to a family member using the skills practised during the session.

They should reflect on:

- How they stood.
- How clearly they spoke.
- Whether they made eye contact.
- How confident they felt.

Coach's Assessment Checklist

Observe whether each learner:

✓ Introduced themselves.

✓ Spoke loudly enough.

✓ Maintained eye contact.

✓ Demonstrated confident posture.

✓ Listened respectfully to others.

✓ Participated willingly.

Record observations to monitor progress throughout the programme.

Coach's Reflection

After the session, consider:

- Which learners appeared most confident?
- Who may need additional encouragement?
- Which activity generated the most enthusiasm?
- Did every learner participate?
- What adjustments should I make for the next session?

Key Message of Module 1

The first lesson is not about creating expert speakers. It is about helping every child leave the room believing:

"I have a voice. My ideas matter. I can become a confident speaker."

Coach's Inspiration

"A child's first confident introduction may seem like a small moment. In reality, it is the beginning of a lifelong journey of

communication, leadership, and self-belief. Honour that moment, encourage it, and help it grow."

Module 2

My Voice Matters

Theme

Using My Voice with Confidence and Clarity

Opening Quote

"A strong voice is not the loudest voice; it is the voice that speaks with confidence, purpose, and respect."

Module Overview

After discovering that every child has a voice, learners are now introduced to the power of using that voice effectively.

Many children speak too softly, too quickly, or without confidence. Others may shout instead of projecting their voices naturally. This module helps learners understand how to use their voices as powerful tools for communication.

Learners will explore breathing techniques, voice projection, volume control, pace, articulation, and expression. They will discover that effective speaking is about being heard and understood—not about being the loudest person in the room.

By the end of this module, learners should demonstrate greater control over their voices and increased confidence when speaking before others.

Weekly Learning Outcomes

By the end of this module, learners will be able to:

- Use correct breathing techniques when speaking.
- Project their voices clearly without shouting.
- Speak at an appropriate pace.
- Pronounce familiar words clearly.
- Use pauses effectively.
- Speak with expression and enthusiasm.
- Show confidence while addressing an audience.

Key Vocabulary

Learners should understand and use these terms:

- Voice
- Volume
- Projection
- Pronunciation
- Clarity

- Pace
- Pause
- Expression
- Audience
- Confidence

Coach Preparation

Before beginning this module:

- Prepare short reading passages.
- Print or write tongue twisters.
- Arrange enough space for breathing activities.
- Prepare picture cards for speaking practice.
- Ensure learners have access to water during the session if needed.

Model every activity before asking learners to participate.

Materials Needed

- Whiteboard and markers
- Flashcards
- Story cards

- Tongue twister cards
- Stopwatch or timer
- Small mirror (optional)
- Drinking water
- Reflection journals

Session 1 – Discovering My Voice

Objective

Learners recognise the importance of using an audible, clear voice.

Warm-Up

Voice Check

Learners say:

"Good morning!"

Three times:

- Whispering
- Normal speaking voice
- Loud enough for an assembly

Discuss which voice is appropriate in different situations.

Skill Focus

Explain the difference between:

- Whispering
- Speaking clearly
- Shouting

Demonstrate each style.

Ask learners which one communicates best in a classroom.

Activity

Pass the Message

Learners stand in a circle.

Each learner delivers a short sentence clearly to the next person.

Discuss how speaking clearly helps the message remain accurate.

Reflection

"When should I speak softly?"

"When should I project my voice?"

Session 2 – Breathing for Better Speaking

Objective

Learners understand how breathing supports confident speaking.

Warm-Up

Take slow breaths together.

Inhale through the nose.

Exhale slowly through the mouth.

Repeat several times.

Skill Focus

Explain:

A speaker breathes from the diaphragm rather than taking short, shallow breaths.

Simple demonstration:

Place one hand on the chest.

Place one hand on the stomach.

Notice which hand moves while breathing deeply.

Practice

Learners count from one to twenty using one comfortable breath.

Discuss how controlled breathing improves speech.

Speaking Challenge

Introduce yourself using calm, steady breathing.

Session 3 – Speaking Clearly

Objective

Learners improve pronunciation and clarity.

Warm-Up

Repeat together:

- Red leather, yellow leather.
- She sells seashells.
- Big black bug.
- Fresh fried fish.

Encourage accuracy before speed.

Skill Focus

Explain why every word matters.

Demonstrate unclear speech.

Then repeat the same sentence clearly.

Ask learners which version is easier to understand.

Pair Activity

Partners read a short paragraph aloud.

Each partner offers one compliment and one helpful suggestion.

Session 4 – Speaking with Expression

Objective

Learners understand that good speakers communicate feelings as well as words.

Warm-Up

Say the sentence:

"I am happy to be here today."

Repeat it:

- Happily
- Sadly
- Excitedly
- Nervously
- Proudly

Discuss how expression changes meaning.

Practice Activity

Each learner reads a short story using:

- Facial expressions
- Appropriate pauses
- Voice variation
- Natural enthusiasm

Encourage classmates to identify the emotions they heard.

Final Speaking Challenge

Each learner presents a one-minute talk titled:

"Something I Love."

The coach assesses:

- Voice projection
- Clarity
- Pace
- Expression
- Confidence

Assessment Checklist

By the end of the module, learners should be able to:

- Project their voice appropriately.
- Speak clearly and confidently.

- Use controlled breathing.
- Pronounce familiar words accurately.
- Maintain an appropriate speaking pace.
- Use expression to engage listeners.
- Demonstrate growing confidence before an audience.

Home Challenge

Learners practise reading a favourite story aloud for five minutes each day to a family member.

They should focus on:

- Clear pronunciation
- Appropriate pace
- Expression
- Confidence

Parents or guardians are encouraged to praise effort and note improvements.

Coach's Reflection

After completing this module, consider:

- Which learners showed noticeable improvement in voice projection?

- Who still needs support with breathing or pronunciation?
- Which activities generated the greatest engagement?
- How can I continue building confidence while introducing more advanced speaking skills?

Key Message of Module 2

A confident speaker does not rely on volume alone. They use breath, clarity, expression, and purpose to ensure that every word is heard and understood.

Coach's Inspiration

"When children learn to use their voices with confidence and clarity, they begin to realise that communication is not about speaking the loudest—it is about connecting with others through words that are thoughtful, respectful, and meaningful."

Module 3

Speaking Clearly

Theme

Clear Speech Builds Confident Speakers

Opening Quote

"It is not enough to have good ideas; people must also understand what you say."

Module Overview

Speaking clearly is one of the most valuable communication skills a child can develop. Clear speech enables learners to express ideas confidently, participate in classroom discussions, present effectively, and communicate respectfully in everyday life.

This module focuses on improving pronunciation, articulation, diction, pacing, and intelligibility. Rather than encouraging learners to imitate a particular accent, the emphasis is on speaking English clearly, naturally, and confidently so that listeners can easily understand them.

Through enjoyable games, reading activities, pronunciation exercises, and speaking challenges, learners will develop habits that improve both confidence and clarity.

Weekly Learning Outcomes

By the end of this module, learners will be able to:

- Pronounce common English words more accurately.
- Articulate sounds clearly.
- Speak at a comfortable pace.
- Use appropriate word stress.
- Read aloud with greater fluency.
- Communicate clearly during conversations and presentations.

Key Vocabulary

- Pronunciation
- Articulation
- Diction
- Fluency
- Stress
- Intonation
- Pause
- Clarity

- Conversation
- Presentation

Coach Preparation

Before the module:

- Prepare short reading passages suited to learners' ages.
- Create pronunciation cards with commonly confused words.
- Select simple poems or rhymes for expressive reading.
- Prepare mirrors if available so learners can observe mouth movements.
- Plan activities that encourage every learner to speak several times.

Materials Needed

- Whiteboard
- Flashcards
- Reading passages
- Poetry cards
- Picture cards
- Mirrors (optional)

- Timer
- Assessment sheets

Session 1 – Pronouncing Words Clearly

Objective

Learners recognise the importance of correct pronunciation.

Warm-Up

Read pairs of similar-sounding words aloud, for example:

- ship / sheep
- sit / seat
- hat / hut
- fan / van

Learners repeat after the coach.

Discuss how one sound can change the meaning of a word.

Skill Focus

Teach learners to:

- Open their mouths comfortably when speaking.
- Avoid rushing words.
- Finish each word clearly.

- Listen carefully before repeating unfamiliar words.

Model each example before learners practise.

Speaking Activity

Picture Talk

Show a picture and invite each learner to describe what they see using complete sentences.

Encourage clear pronunciation rather than speed.

Session 2 – Speaking at the Right Pace

Objective

Learners understand that speaking too quickly or too slowly affects communication.

Warm-Up

Read the same sentence:

- Very quickly.
- Very slowly.
- At a natural pace.

Learners discuss which version was easiest to understand.

Skill Focus

Teach learners to:

- Pause at commas and full stops.
- Take natural breaths.
- Give listeners time to understand.

Practice

Learners read a short paragraph while the coach gently reminds them to pause naturally.

Session 3 – Reading with Fluency

Objective

Learners improve confidence when reading aloud.

Warm-Up

Echo Reading

The coach reads one sentence with expression.

Learners repeat using the same pace and expression.

Guided Practice

Learners read short stories in pairs.

Partners encourage one another and identify:

- Clear pronunciation.
- Good pauses.
- Expressive reading.

Speaking Challenge

Read a favourite paragraph to the class.

Session 4 – Speaking Naturally

Objective

Learners combine pronunciation, pacing, and expression in everyday communication.

Warm-Up

Conversation Circle

Prompt questions include:

- What is your favourite meal?
- Which subject do you enjoy most?
- What would you like to invent?
- What makes a good friend?

Learners respond using complete sentences

Skill Focus

Discuss how good speakers:

- Speak clearly.
- Listen carefully.
- Think before responding.
- Use respectful language.

Final Speaking Challenge

Each learner gives a two-minute talk on:

"A Place I Enjoy Visiting."

Assessment focuses on:

- Clarity
- Pronunciation
- Pace
- Fluency
- Confidence

Assessment Checklist

The learner can:

- Pronounce familiar words clearly.
- Speak at an appropriate pace.
- Pause naturally while speaking.
- Read aloud with fluency.
- Use clear and complete sentences.
- Demonstrate confidence during presentations.

Home Challenge

Choose a short story or newspaper article and read aloud for ten minutes each day.

Ask a family member to listen and comment on:

- Clarity
- Pace
- Confidence
- Expression

Learners should record one improvement they notice during the week.

Coach's Reflection

Reflect on the following:

- Which pronunciation patterns were most challenging for learners?
- Did learners become more aware of their speaking pace?
- Which activities encouraged the greatest improvement?
- How will I continue reinforcing clear speech in future modules?

Key Message of Module 3

Clear communication is not about sounding like someone else. It is about expressing your ideas in a way that others can understand with ease and confidence.

Coach's Inspiration

"Every clearly spoken word is an act of confidence. When children learn to communicate with clarity, they become better learners, stronger leaders, and more effective members of their communities."

Module 4

Speaking with Expression

Theme

Bringing Words to Life

Opening Quote

"People remember not only what you say, but also how you make them feel."

Module Overview

Great speakers communicate with their whole body. Their faces show emotion, their voices reflect meaning, and their gestures support their message.

In this module, learners explore verbal and non-verbal communication. They discover how facial expressions, eye contact, gestures, posture, movement, and vocal variety make presentations more interesting and meaningful.

Learners also begin to understand that expression should be natural. The goal is not acting or exaggeration but communicating ideas in a way that captures attention and connects with listeners.

Weekly Learning Outcomes

By the end of this module, learners will be able to:

- Maintain appropriate eye contact with an audience.
- Use natural facial expressions.
- Use simple gestures to support ideas.
- Stand confidently with good posture.
- Vary tone and volume to express meaning.
- Deliver short presentations with greater audience engagement.

Key Vocabulary

- Expression
- Gesture
- Eye contact
- Posture
- Emotion
- Tone
- Audience
- Presentation
- Confidence
- Engagement

Coach Preparation

Before the sessions:

- Prepare emotion cards (happy, surprised, excited, worried, proud, grateful, curious).
- Select short stories and poems with emotional content.
- Arrange enough open space for movement activities.
- Prepare a mirror or reflective surface if available.

Model every skill before asking learners to practise.

Materials Needed

- Whiteboard
- Emotion cards
- Story cards
- Picture cards
- Small mirrors (optional)
- Timer
- Assessment checklist

Session 1 – The Power of Facial Expressions

Objective

Learners understand how facial expressions communicate emotions.

Warm-Up

Display different emotions.

Ask learners to identify each one using only facial expressions.

Examples:

- Happy
- Sad
- Excited
- Nervous
- Proud
- Confused

Discuss how people understand feelings without words.

Skill Focus

Explain that facial expressions should match the message.

Demonstrate the sentence:

"Today is my birthday."

Say it with:

- A smile.
- A sad face.
- No expression.

Ask learners which version felt most believable.

Practice

Learners choose an emotion card and say a simple sentence while matching the appropriate expression.

Session 2 – Eye Contact Builds Connection

Objective

Learners learn to connect with listeners through eye contact.

Warm-Up

Pair learners.

One learner speaks for thirty seconds while maintaining comfortable eye contact.

Partners exchange feedback.

Skill Focus

Teach learners to:

- Look at different people in the audience.
- Avoid staring at one person.
- Avoid looking only at the floor or ceiling.
- Smile naturally while speaking.

Explain that eye contact shows confidence and respect.

Speaking Practice

Learners introduce a classmate after interviewing them for two minutes.

They should maintain eye contact throughout the presentation.

Session 3 – Using Gestures and Posture

Objective

Learners use body language to strengthen communication.

Warm-Up

Play "Copy the Coach."

Learners imitate positive speaking posture and purposeful gestures.

Skill Focus

Discuss effective gestures:

- Counting with fingers.
- Pointing gently to visual aids.
- Opening hands when welcoming.
- Using hand movements to show size or direction.

Also discuss gestures to avoid:

- Folding arms.
- Putting hands in pockets.
- Constant fidgeting.
- Turning away from the audience.

Practice

Learners deliver a one-minute talk titled:

"My Favourite Place."

The coach observes posture and gestures.

Session 4 – Speaking with Energy and Emotion

Objective

Learners combine expression, voice, and body language.

Warm-Up

Read one sentence using different emotions.

Learners identify the emotion being expressed.

Skill Focus

Teach learners to vary:

- Tone
- Volume
- Speed
- Facial expression
- Gestures

Explain that these elements keep an audience interested.

Final Speaking Challenge

Each learner tells a two-minute story about:

"The Happiest Day I Can Remember."

Assessment focuses on:

- Eye contact
- Facial expressions
- Gestures
- Posture
- Vocal expression

- Confidence

Assessment Checklist

The learner can:

- Maintain eye contact.
- Use natural facial expressions.
- Stand with confident posture.
- Use appropriate gestures.
- Vary tone and volume.
- Engage the audience effectively.

Home Challenge

Learners practise telling a short family story at home using:

- A smile where appropriate.
- Good posture.
- Eye contact.
- Natural gestures.
- An expressive voice.

Family members are encouraged to identify one strength and one area for improvement.

Coach's Reflection

Reflect on:

- Which learners became more expressive this week?
- Who still needs encouragement to use body language naturally?
- Were learners using gestures purposefully or excessively?
- How did expression affect audience engagement?

Key Message of Module 4

Communication is more than words. When expression, voice, and body language work together, messages become clearer, more engaging, and more memorable.

Coach's Inspiration

"Children who learn to communicate with confidence, warmth, and expression do more than give good presentations—they inspire others to listen, understand, and connect. Every smile, every gesture, and every confident word helps bring their message to life."

Module 5

Reading Like a Presenter

Theme

Reading with Confidence, Clarity, and Expression

Opening Quote

"Reading is not simply saying words on a page; it is bringing those words to life for your audience."

Module Overview

Reading aloud is an essential communication skill that supports confidence, comprehension, pronunciation, and public speaking. Learners who read with fluency and expression become more effective communicators because they learn to use their voices purposefully.

In this module, learners develop techniques for reading stories, poems, speeches, dialogues, and informational texts. They learn to recognise punctuation, vary tone, pause naturally, and engage listeners through expressive reading.

The goal is not simply to read accurately but to communicate meaning with confidence and enthusiasm.

Weekly Learning Outcomes

By the end of this module, learners will be able to:

- Read aloud clearly and confidently.
- Observe punctuation while reading.
- Use appropriate pace and expression.
- Pronounce unfamiliar words with increasing accuracy.
- Read to engage an audience.
- Demonstrate improved fluency.

Key Vocabulary

- Fluency
- Expression
- Punctuation
- Paragraph
- Dialogue
- Narrator
- Pause
- Emphasis
- Audience

- Presentation

Coach Preparation

Before beginning the module:

- Select age-appropriate stories, poems, and short speeches.
- Mark suitable places for pauses and emphasis.
- Prepare copies for learners.
- Practise reading the selected passages aloud as a model.

Remember: *learners learn best by hearing excellent examples.*

Materials Needed

- Storybooks
- Poems
- Short speeches
- Reading cards
- Whiteboard
- Highlighters or coloured pencils
- Assessment checklist

Session 1 – Reading with Confidence

Objective

Learners understand the qualities of a confident reader.

Warm-Up

Display a short paragraph.

The coach reads it twice:

- First in a rushed, monotone voice.
- Then with confidence and expression.

Ask learners:

"Which reading was easier to understand? Why?"

Skill Focus

Introduce the five habits of confident readers:

- Sit or stand with good posture.
- Hold the text comfortably.
- Speak clearly.
- Read at a steady pace.
- Look up occasionally to connect with listeners.

Practice

Learners read a short paragraph in pairs and encourage one another with positive feedback.

Session 2 – Reading with Expression

Objective

Learners use tone and emotion to communicate meaning.

Warm-Up

Write the sentence:

"What a wonderful surprise!"

Ask learners to read it:

- Happily
- Excitedly
- Surprisingly
- Sadly

Discuss how tone changes meaning.

Skill Focus

Teach learners to identify punctuation:

- Full stop (pause)
- Comma (short pause)

- Question mark (curious tone)
- Exclamation mark (strong feeling)

Practice

Learners read a short dialogue, using different voices for each character.

Session 3 – Reading to an Audience

Objective

Learners develop audience awareness.

Warm-Up

Discuss:

"What makes a good storyteller enjoyable to listen to?"

Record learners' ideas.

Skill Focus

Explain that readers should:

- Face the audience.
- Speak loudly enough to be heard.
- Pause naturally.

- Make brief eye contact.
- Smile when appropriate.

Practice

Learners read a short story to small groups.

The audience offers one compliment and one helpful suggestion.

Session 4 – Reading Performance

Objective

Learners combine all the skills learned during the week.

Warm-Up

Breathing and voice projection exercises.

Review posture and eye contact.

Final Reading Challenge

Each learner selects one of the following:

- A short story
- A poem
- A speech

- A dialogue

They present it to the class using:

- Clear pronunciation
- Appropriate pace
- Expression
- Eye contact
- Good posture
- Audience engagement

The coach provides encouraging and constructive feedback.

Assessment Checklist

The learner can:

- Read clearly and confidently.
- Observe punctuation naturally.
- Use appropriate expression.
- Maintain a suitable pace.
- Engage listeners.
- Demonstrate improved fluency.

Home Challenge

Choose a favourite story or poem and read it aloud to a family member for ten minutes each day.

Ask the listener to comment on:

- Clarity
- Expression
- Pace
- Confidence

Learners record one thing they improved during the week.

Coach's Reflection

Reflect on:

- Which learners showed greater fluency?
- Who became more expressive while reading?
- Which reading activities generated the highest engagement?
- How can I support learners who are still hesitant to read aloud?

Key Message of Module 5

Reading aloud is more than recognising words. It is an opportunity to communicate ideas, emotions, and stories in ways that inform, entertain, and inspire others.

Coach's Inspiration

"Every confident reader is developing the habits of a confident speaker. When children read with understanding and expression, they strengthen the skills they will use throughout school, leadership, and life."

Module 6

The Art of Storytelling

Theme

Every Story Has the Power to Inspire

Opening Quote

"Stories connect hearts, teach lessons, and keep memories alive."

Module Overview

Storytelling is one of the oldest and most powerful forms of communication. Long before books and technology, people shared knowledge, culture, and values through stories.

In this module, learners discover how to tell stories that are clear, engaging, and meaningful. They learn to organise their ideas, describe characters and settings, build excitement, and conclude stories with a memorable ending.

Through storytelling, learners strengthen creativity, confidence, listening skills, vocabulary, and public speaking abilities while learning to entertain and inspire an audience.

Weekly Learning Outcomes

By the end of this module, learners will be able to:

- Explain the basic structure of a story.
- Tell a story confidently without reading from a book.
- Use descriptive language.
- Sequence events logically.
- Use expression, gestures, and voice effectively.
- Capture and maintain audience interest.

Key Vocabulary

- Story
- Character
- Setting
- Beginning
- Problem
- Solution
- Ending
- Sequence
- Imagination
- Moral

Coach Preparation

Before beginning the module:

- Select several short stories familiar to primary learners.
- Prepare picture prompts for storytelling.
- Gather simple props if available (hat, scarf, toy, picture cards).
- Arrange learners in a storytelling circle.

Model enthusiastic storytelling throughout the week.

Materials Needed

- Storybooks
- Picture cards
- Story sequence cards
- Simple props
- Whiteboard
- Assessment checklist

Session 1 – What Makes a Good Story?

Objective

Learners identify the main parts of a story.

Warm-Up

Tell a short story without an ending.

Ask learners to predict how it might end.

Discuss why endings are important.

Skill Focus

Introduce the five parts of a story:

1. Beginning

2. Characters

3. Setting

4. Problem

5. Solution and Ending

Use a familiar story as an example.

Practice

Learners work in groups to arrange mixed-up story cards into the correct sequence.

Session 2 – Bringing Stories to Life

Objective

Learners use voice, expression, and gestures while telling stories.

Warm-Up

The coach tells the same short story twice:

- Once in a flat voice.
- Once with expression, pauses, and gestures.

Learners compare the two versions.

Skill Focus

Teach learners to:

- Change their voice for different characters.
- Pause for suspense.
- Smile where appropriate.
- Use natural gestures.
- Speak clearly and confidently.

Practice

Each learner tells a familiar story to a partner using expressive speaking techniques.

Partners provide positive feedback.

Session 3 – Creating My Own Story

Objective

Learners create original stories using their imagination.

Warm-Up

Display three random pictures.

Challenge learners to connect them into one story.

Skill Focus

Teach learners to ask:

- Who is the main character?
- Where does the story happen?
- What problem occurs?
- How is it solved?
- What lesson does the story teach?

Practice

Learners plan and write a short original story before sharing it in small groups.

Session 4 – Storytelling Showcase

Objective

Learners present stories confidently before an audience.

Warm-Up

Review posture, breathing, eye contact, and expression.

Encourage learners to relax and enjoy the experience.

Final Storytelling Challenge

Each learner tells a three-minute story.

The story may be:

- Personal
- Traditional
- Fictional
- Inspirational

The coach assesses:

- Story structure
- Confidence
- Voice projection
- Expression
- Creativity
- Audience engagement

Classmates celebrate each storyteller with applause and encouraging comments.

Assessment Checklist

The learner can:

• Organise a story logically.

• Speak confidently without relying on notes.

• Use expressive voice and gestures.

• Maintain audience interest.

• Communicate a clear message or moral.

• Demonstrate creativity and imagination.

Home Challenge

Learners interview an older family member and ask them to share a favourite childhood story, family tradition, or memorable experience.

During the next session, learners retell the story in their own words while preserving its main events and message.

This activity strengthens storytelling skills while encouraging respect for family history and culture.

Coach's Reflection

Reflect on:

- Which learners demonstrated strong storytelling skills?
- Who needs additional support with sequencing ideas?
- Did learners use expression naturally?
- Which storytelling activities inspired the greatest creativity?

Key Message of Module 6

Stories are powerful because they help people learn, remember, and connect. Every learner has stories worth telling, and every story has the potential to inspire someone.

Coach's Inspiration

"A child who learns to tell stories confidently learns to organise ideas, express emotions, preserve memories, and inspire others. Storytelling is not simply entertainment—it is a lifelong communication skill that shapes thoughtful, creative, and confident leaders."

Module 7

Public Speaking

Theme

Speaking with Confidence, Purpose, and Impact

Opening Quote

"Courage is not the absence of fear. It is choosing to speak even when you feel nervous."

Module Overview

Public speaking is one of the most valuable life skills a learner can develop. Whether answering questions in class, leading an assembly, participating in a debate, presenting a project, or addressing a large audience, confident speaking opens doors to learning and leadership.

This module introduces learners to the art of preparing and delivering speeches. They learn how to organise their ideas, capture the audience's attention, speak with confidence, and conclude with impact.

Learners are reminded that nervousness is normal—even experienced speakers feel it. Success comes through preparation, practice, and a positive mindset.

Weekly Learning Outcomes

By the end of this module, learners will be able to:

- Plan a simple speech.
- Organise ideas into a clear beginning, middle, and ending.
- Deliver a speech confidently.
- Use eye contact and body language effectively.
- Control nervousness using simple techniques.
- Engage an audience through confident delivery.

Key Vocabulary

- Public speaking
- Speech
- Audience
- Introduction
- Conclusion
- Confidence
- Gesture
- Eye contact
- Preparation

- Presentation

Coach Preparation

Before beginning this module:

- Prepare sample speeches suitable for primary learners.
- Arrange a speaking area at the front of the room.
- Prepare topic cards for impromptu speaking.
- Encourage a supportive classroom atmosphere where learners applaud every speaker.

Materials Needed

- Whiteboard
- Speech topic cards
- Stopwatch
- Cue cards
- Assessment forms
- Certificates or reward stickers

Session 1 – What Makes a Great Speaker?

Objective

Learners identify the qualities of effective public speakers.

Warm-Up

Ask:

"Who is the best speaker you have ever listened to?"

Discuss their answers.

Record qualities such as:

- Confidence
- Clear voice
- Good posture
- Eye contact
- Respect
- Enthusiasm

Skill Focus

Introduce the Five Golden Rules of Public Speaking:

1. Stand tall.
2. Smile naturally.
3. Speak clearly.
4. Look at your audience.
5. Believe in yourself.

Explain that these habits matter more than trying to memorise every word.

Practice

Learners introduce a classmate after interviewing them for two minutes.

Session 2 – Planning My Speech

Objective

Learners organise ideas before speaking.

Warm-Up

Show a speech with mixed-up paragraphs.

Ask learners to arrange them in the correct order.

Skill Focus

Teach the simple speech structure:

Beginning

- Greeting
- Introduce the topic
- Capture attention

Middle

- Share two or three main ideas.
- Give examples.

Ending

- Summarise.
- Thank the audience.

Practice

Learners prepare a one-minute speech using one of these topics:

- My Best Friend
- My Favourite Animal
- Why Reading Is Important
- A Day I Will Never Forget

Session 3 – Delivering My Speech

Objective

Learners present prepared speeches confidently.

Warm-Up

Practise breathing and posture.

Review eye contact and voice projection.

Speaking Practice

Each learner delivers their prepared speech.

After every presentation:

- Two classmates share positive comments.
- The coach gives one strength and one improvement point.

Feedback should always encourage further growth.

Session 4 – Impromptu Speaking Challenge

Objective

Learners think and speak confidently without extensive preparation.

Warm-Up

Play "Pass the Microphone."

When the music stops, the learner holding the microphone answers a simple question.

Speaking Challenge

Learners select one random topic card and have thirty seconds to think before speaking for one minute.

Sample topics include:

- My Dream Holiday
- If I Could Fly
- The Best Teacher
- A Good Friend
- My Favourite Game
- Helping at Home

The emphasis is on confidence and clear communication rather than perfect answers.

Final Speech Showcase

Each learner presents a two- to three-minute speech on a topic of their choice.

Assessment Criteria:

- Confident posture
- Voice projection
- Eye contact
- Clear organisation

- Expression
- Audience engagement
- Strong conclusion

Celebrate every speaker with applause and encouraging feedback.

Assessment Checklist

The learner can:

• Organise a speech logically.

• Deliver a prepared speech confidently.

• Maintain eye contact.

• Speak clearly and audibly.

• Use appropriate gestures.

• Conclude a speech effectively.

• Respond positively to feedback.

Home Challenge

Prepare a two-minute speech and present it to family members.

Ask them to comment on:

- Confidence
- Clarity

- Eye contact
- Voice
- Overall presentation

Learners should write down one compliment they received and one goal for improvement.

Coach's Reflection

Reflect on:

- Which learners showed significant growth in confidence?
- Who still needs support managing nervousness?
- Which speech topics generated the greatest enthusiasm?
- How can I encourage quieter learners to participate even more?

Key Message of Module 7

Public speaking is not about being perfect. It is about sharing ideas with courage, clarity, and respect. Every speech is an opportunity to inform, inspire, and make a positive difference.

Coach's Inspiration

"Every confident speech begins with one brave decision—to stand up and speak. Help learners understand that their

voices have the power to encourage, educate, and lead others. When children believe in their voices, they begin to believe in themselves."

Module 8

Leadership Communication

Theme

Speaking to Lead and Serve

Opening Quote

"A true leader uses words to encourage, unite, and inspire others."

Module Overview

Leadership begins with communication. Whether leading a class, welcoming visitors, conducting an assembly, or thanking guests, effective leaders communicate with confidence, respect, and purpose.

This module introduces learners to the communication skills expected of young leaders. They learn how to give announcements, introduce speakers, welcome guests, chair meetings, express gratitude, and represent their school with confidence.

The focus is not on authority, but on responsibility, integrity, and service.

Weekly Learning Outcomes

By the end of this module, learners will be able to:

- Welcome guests confidently.
- Make clear school announcements.
- Introduce a speaker appropriately.
- Deliver a vote of thanks.
- Demonstrate respectful leadership communication.
- Speak professionally in formal school settings.

Key Vocabulary

- Leadership
- Responsibility
- Announcement
- Welcome
- Introduction
- Chairperson
- Ceremony
- Gratitude
- Respect
- Service

Coach Preparation

Before beginning the module:

- Prepare examples of assembly announcements.
- Create simple role-play scenarios.
- Arrange chairs to simulate a school assembly.
- Prepare name cards for guest speakers and school leaders.
- Emphasise that leadership is about serving others with humility.

Materials Needed

- Whiteboard
- Microphone (real or mock)
- Name cards
- School assembly script
- Role-play cards
- Assessment checklist

Session 1 – Speaking Like a Leader

Objective

Learners understand the qualities of effective leaders.

Warm-Up

Ask:

"What makes someone a good leader?"

Record responses such as:

- Honest
- Respectful
- Responsible
- Helpful
- Confident
- Good listener

Discuss how communication supports each quality.

Skill Focus

Explain that leaders should speak:

- Clearly
- Politely
- Confidently
- Truthfully
- Respectfully

Model both effective and ineffective leadership communication.

Practice

Learners introduce themselves as if they are newly elected class captains.

Session 2 – Making Announcements

Objective

Learners deliver short announcements confidently.

Warm-Up

Read an announcement unclearly.

Then read it clearly.

Ask learners which version is easier to understand.

Skill Focus

Teach the structure of an announcement:

1. Greeting
2. Important information
3. Date or time (if needed)
4. Closing thanks

Practice

Learners prepare announcements such as:

- Sports Day
- Parents' Meeting
- Library Reminder
- Lost Property
- Environmental Clean-up Day

Each learner presents to the class.

Session 3 – Welcoming and Introducing Guests

Objective

Learners learn formal speaking for school events.

Warm-Up

Discuss why guests should feel welcomed.

Skill Focus

Teach learners how to:

- Welcome visitors warmly.
- Introduce a speaker using simple information.

- Invite the speaker politely.

Example structure:

- Greeting
- Welcome
- Introduce the guest
- Invite them to speak

Practice

Role-play a school event with learners acting as hosts and guest speakers.

Session 4 – Vote of Thanks and Assembly Leadership

Objective

Learners conclude formal events confidently.

Warm-Up

Ask:

"Why is it important to say thank you?"

Discuss gratitude as a leadership quality.

Skill Focus

Teach the structure of a vote of thanks:

- Thank the guest speaker.
- Thank teachers and organisers.
- Thank the audience.
- End politely.

Final Leadership Challenge

Conduct a complete mock school assembly.

Learners take turns as:

- Master of Ceremonies (MC)
- Head Prefect
- Class Captain
- Guest Speaker
- Assembly Leader
- Student Giving the Vote of Thanks

The coach observes communication, confidence, and professionalism.

Assessment Checklist

The learner can:

• Welcome guests confidently.

• Deliver announcements clearly.

• Introduce speakers appropriately.

• Give a respectful vote of thanks.

• Demonstrate confidence in leadership roles.

• Communicate politely and professionally.

Home Challenge

Ask learners to take responsibility for leading a short activity at home, such as:

- Leading a family prayer (if appropriate).
- Welcoming visitors.
- Giving a family announcement.
- Thanking someone for their support.

Learners should reflect on how it felt to communicate as a leader.

Coach's Reflection

Reflect on:

- Which learners showed leadership potential?

- Who became more confident in formal speaking situations?
- Which leadership roles interested learners most?
- How can leadership opportunities continue beyond this module?

Key Message of Module 8

Leadership is not about being in charge. It is about communicating with honesty, confidence, humility, and respect while serving others.

Coach's Inspiration

"Today's confident class captain may become tomorrow's head teacher, entrepreneur, community leader, or national leader. Every opportunity to speak with respect and purpose is an opportunity to grow into responsible leadership."

Module 9

Debate and Discussion

Theme

Thinking Critically, Speaking Respectfully

Opening Quote

"The purpose of a discussion is not to win an argument, but to seek understanding and share ideas with respect."

Module Overview

Effective communicators know how to express their opinions while listening carefully to others. They can disagree respectfully, support their ideas with reasons, and remain open to learning from different perspectives.

This module introduces learners to discussion and debate in an age-appropriate and enjoyable way. Through structured conversations, pair work, group discussions, and simple debates, learners develop confidence in expressing their thoughts while practising respect, teamwork, and critical thinking.

The emphasis is not on defeating an opponent but on communicating ideas clearly, confidently, and courteously.

Weekly Learning Outcomes

By the end of this module, learners will be able to:

• Express their opinions clearly.

• Listen actively to others.

• Give simple reasons to support their ideas.

• Ask respectful questions.

• Respond politely to different viewpoints.

• Participate confidently in group discussions and debates.

Key Vocabulary

• Debate

• Discussion

• Opinion

• Reason

• Evidence

• Agree

• Disagree

• Respect

• Teamwork

•Conclusion

Coach Preparation

Before beginning the module:

• Prepare simple debate topics suitable for primary learners.

• Arrange seating to encourage discussion.

• Establish discussion rules before activities begin.

• Remind learners that respect is more important than winning.

Materials Needed

• Debate topic cards

• Whiteboard

• Timer

• Speaking tokens (optional)

• Assessment checklist

• Reflection journals

Session 1 – Sharing My Opinion

Objective

Learners express opinions confidently and respectfully.

Warm-Up

• Display simple statements such as:

• Reading books is fun.

• Every child should play sports.

• Homework is important.

Learners move to an "Agree" or "Disagree" side of the room and explain their choice in one sentence.

Skill Focus

Teach learners sentence starters such as:

"I think..."

"In my opinion..."

"I believe..."

"One reason is..."

"I understand your point, but..."

These expressions encourage polite and confident communication.

Practice

Learners discuss a familiar topic with a partner, taking turns to speak and listen.

Session 2 – Listening with Respect

Objective

Learners develop active listening skills.

Warm-Up

Play "Listen and Draw."

The coach describes a simple picture while learners draw without seeing it. Afterwards, compare drawings and discuss the importance of careful listening.

Skill Focus

Introduce the habits of good listeners:

• Look at the speaker.

• Do not interrupt.

• Think before responding.

• Ask questions politely.

• Respect different opinions.

Practice

In small groups, learners discuss:

"What makes a good friend?"

Each learner shares one idea while others listen before responding.

Session 3 – My First Debate

Objective

Learners participate in a simple classroom debate.

Warm-Up

Review the rules of respectful debate.

Debate Topics

Examples include:

• Every child should have homework.

• School uniforms are important.

• Reading is better than watching television.

• Pets should be allowed at school.

• Children should have more playtime.

• Divide learners into two teams.

Each team prepares two or three simple reasons to support its viewpoint.

Practice

Conduct short debates, ensuring every learner contributes at least one idea.

After each debate, discuss what learners did well and how they can improve.

Session 4 – Discussion Challenge

Objective

Learners apply speaking and listening skills in group discussions.

Warm-Up

Play "Question Ball."

Learners toss a soft ball. Whoever catches it answers a discussion question before passing it on.

Final Discussion Activity

In groups, learners discuss:

"How can we make our school a better place?"

Each group presents three ideas to the class.

Encourage learners to:

• Listen respectfully.

• Build on others' ideas.

• Speak clearly.

• Work as a team.

• Assessment Checklist

The learner can:

• Express opinions confidently.

• Give simple reasons to support ideas.

• Listen respectfully without interrupting.

• Ask thoughtful questions.

• Participate actively in discussions.

• Demonstrate teamwork and respect.

Home Challenge

Discuss one family topic at home, for example:

• How can we keep our home clean?

• What family activity should we do this weekend?

• How can children help at home?

Learners should practise:

• Listening.

• Taking turns.

• Giving reasons.

• Respecting different opinions.

Coach's Reflection

Reflect on:

• Which learners became more confident sharing opinions?

• Who demonstrated excellent listening skills?

• Were discussions respectful and inclusive?

• How can I encourage quieter learners to contribute more?

Key Message of Module 9

Strong communicators do more than speak well. They listen carefully, think critically, respect others, and communicate their ideas with confidence and kindness.

Coach's Inspiration

"The leaders of tomorrow will not only need strong voices—they will need open minds and respectful hearts. By teaching children to discuss, debate, and listen with integrity, we prepare them to solve problems, build relationships, and lead wisely."

Module 10

Graduation Showcase

Theme

Celebrating Every Voice

Opening Quote

"Every great speaker was once a beginner who chose to keep speaking."

Module Overview

The Graduation Showcase is the culmination of The Young Speakers Academy™. It provides every learner with an opportunity to demonstrate the confidence, communication skills, and leadership qualities developed throughout the programme.

This event is not a competition but a celebration of growth. Every learner is recognised for their effort, courage, and progress. Families, teachers, and invited guests witness learners applying the skills they have practised throughout the academy.

The Graduation Showcase reinforces one of the Academy's core beliefs:

Every child has a voice worth hearing.

Graduation Learning Outcomes

By the end of the programme, learners will be able to:

- Deliver a confident public presentation.
- Speak with clear pronunciation and appropriate expression.
- Demonstrate confident body language.
- Engage an audience respectfully.
- Listen attentively to other speakers.
- Reflect on their personal growth as communicators.

Coach Preparation

Several days before the showcase:

- Confirm the venue.
- Prepare the programme schedule.
- Arrange seating for guests.
- Prepare certificates and awards.
- Test microphones and audio equipment.
- Brief learners on expectations.
- Invite parents, teachers, and school leaders.

Encourage learners to enjoy the experience rather than worry about perfection.

Materials Needed

- Stage or presentation area
- Microphone (if available)
- Certificates
- Award trophies or medals (optional)
- Assessment sheets
- Programme booklet
- Decorations
- Camera for photographs (optional)

Suggested Graduation Programme

Opening Prayer or Reflection (where appropriate)

National Anthem and School Anthem (if applicable)

Welcome Remarks

Introduction to The Young Speakers Academy™

Learner Presentations

Each learner presents one prepared item, such as:

- A speech
- A story
- A poem
- A dramatic reading
- An inspirational message

Every learner should have the opportunity to participate.

Leadership Demonstrations

Selected learners may:

- Welcome guests.
- Introduce speakers.
- Conduct part of the programme.
- Deliver announcements.
- Present the vote of thanks.

This demonstrates the leadership communication skills developed during the programme.

Coach's Address

The coach reflects on the learners' journey and encourages them to continue using their voices with confidence, kindness, and purpose.

Certificate Presentation

Recognise every learner by name.

Celebrate growth rather than comparing learners.

Closing Remarks

Encourage learners to continue practising their communication skills in school, at home, and in their communities.

Final Assessment Rubric

Skill	Excellent	Good	Developing
Confidence			
Voice Projection			
Pronunciation			
Fluency			
Eye Contact			
Body Language|			
Expression|			
Audience Engagement			
Leadership			
Respect for Others			

Graduation Awards

Every learner receives a Certificate of Completion.

Optional special recognitions include:

- Young Speaker of the Year
- Most Improved Speaker
- Outstanding Storyteller
- Best Reader
- Best Public Speaker
- Emerging Young Leader
- Excellent Listener
- Most Encouraging Classmate
- Creative Communicator
- Confidence Award

Ensure that awards celebrate different strengths so that many learners are recognised.

Parent Appreciation

Invite parents to continue supporting their children's communication journey by:

- Encouraging conversations at home.
- Listening attentively.
- Providing opportunities for public speaking.
- Reading together regularly.
- Celebrating effort and improvement.

The partnership between home and school strengthens learners' confidence.

Coach's Reflection

At the end of the programme, reflect on:

- How has each learner grown?
- Which coaching strategies were most effective?
- What improvements can be made in future programmes?
- How has this experience influenced me as a coach?

Remember that every confident learner represents the lasting impact of patient, purposeful coaching.

The Young Speakers Academy™ Pledge

Together, invite all graduates to stand and recite:

«I believe in myself.

I believe my voice matters.

I will speak with confidence, honesty, and respect.

I will listen with understanding and kindness.

I will use my words to encourage, inspire, and lead.

I will continue learning, growing, and serving others.

Today I graduate as a confident young speaker, ready to make a positive difference wherever I go.»

Final Message to Learners

Congratulations!

Today marks the end of this programme, but it is only the beginning of your journey as a communicator. Continue reading, asking questions, sharing ideas, listening respectfully, and speaking with courage.

Never underestimate the power of your voice. One thoughtful speech can inspire a classroom, one kind word can encourage a friend, and one confident presentation can open doors to countless opportunities.

Coach's Closing Inspiration

"A coach plants seeds of confidence that may bloom for a lifetime. Long after learners forget individual lessons, they will remember the courage to stand, the confidence to speak, and the belief that their voices matter. That is the true success of The Young Speakers Academy™."

PART III

Coaching Resources

Appendix A

Learner Progress Record

Each learner should have an individual progress sheet completed throughout the programme.

Learner Name

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Skills Assessed

Confidence

Voice Projection

Pronunciation

Fluency

Eye Contact

Body Language

Expression

Listening Skills

Leadership

Respect

Appendix B

Coach's Observation Checklist

For every coaching session

Skill	Excellent	Good	Developing
Participates willingly			
Speaks clearly			
Maintains eye contact			
Uses gestures naturally			
Shows confidence			
Listens respectfully			
Works with others			

Appendix C

Speaking Games Bank

1. Pass the Microphone

   Speak for one minute.

2. Mystery Box

   Choose an object.

   Speak about it.

3. Picture Talk

   Describe a picture.

4. Story Chain

   Each learner adds one sentence.

5. News Reporter

   Report school news.

6. Interview Time

   Interview your partner.

7. Would You Rather?

   Explain your choice.

8. Spin and Speak

   Spin a wheel.

   Speak on the topic.

9. One Minute Challenge

Speak continuously.

10. Emoji Speaking

    Choose an emoji.

    Speak with that emotion.

    (Continue until 50 games.)

Appendix D

Icebreakers

Examples

Find Someone Who...

Human Bingo

Name and Action

Alphabet Challenge

Two Truths and One Dream

Secret Talent

Speed Conversations

My Superpower

The Magic Chair

Favourite Things

(Expand to 40 activities.)

Appendix E

Speech Topics

Examples

Myself

My family

My school

My hobby

My best friend

My dream

Nature

Trees

Rain

Rivers

Animals

Birds

Leadership

A good leader

Honesty

Respect

Responsibility

Teamwork

Technology

Artificial Intelligence

Mobile phones

Computers

Internet safety

Character

Kindness

Courage

Gratitude

Forgiveness

Discipline

Continue until 200 age-appropriate topics.

Appendix F

Storytelling Prompts

Examples

The talking tree

The invisible bicycle

My first adventure

The magical school bag

The clever rabbit

A visit to the moon

The lost key

The mysterious cave

Appendix G

Debate Topics

Lower Primary

Cats make better pets than dogs.

Homework is fun.

Every child should read daily.

Upper Primary

School uniforms should be compulsory.

Every learner should learn coding.

Books are better than movies.

Artificial Intelligence helps education.

Homework should be optional.

Develop 100 debate topics.

Appendix H

Certificates

Certificate of Participation

Certificate of Completion

Outstanding Speaker

Best Storyteller

Best Reader

Young Leader

Most Improved

Excellent Communicator

Appendix I

Parent Letters

Welcome Letter

Mid-Programme Report

Graduation Invitation

Thank You Letter

Appendix J

Frequently Asked Questions

Questions such as:

What if a learner is shy?

How should I correct pronunciation?

How do I handle disruptive behaviour?

What if learners speak different first languages?

How can parents support speaking practice?

Appendix K

Coach's Toolkit

Useful resources include:

Attendance register

Lesson planner

Weekly reflection form

Session evaluation form

Behaviour log

Equipment checklist

Event planning checklist

Graduation checklist

About the Author

Hamza Mugeni is an educator, author, and communication coach with extensive experience teaching primary learners. As Head of the Language Department and a Year 6 Class Manager, he has dedicated his career to helping children become confident readers, writers, speakers, and leaders.

Through The Young Speakers Academy™, he seeks to equip young learners with the confidence, clarity, and character needed to communicate effectively in school, at home, and in their communities.

"Every Child Has a Voice Worth Hearing."

Let's connect

Email: hamzamugeni69@gmail.com

Tel: +256 754 698 783